In our efforts to scaffold historical inquiry it becomes clear that some students are not accustomed to this kind of teaching/learning process. Chapters 8 and 9 in Doing History make this clear and provide a variety of strategies to scaffold and facilitate student inquiry. For this activity, each group will examine their assigned sections in Doing History and provide examples from this section of the scaffolding strategies used and/or the assessments developed to assess student learning.

Group 2: Finding the Answers to Questions (p. 92)

Reviewing kinds of sources to use and reminding them of credible/useful sources they have forgotten about.

Review how to find information along how to create lists of words and phrases for a broader search field.

Review the need for looking at broader/sub/related topics instead of just a single key word.

Review how to skim text by looking at headings and looking for key words under relevant headings.

Why and how artifacts are important and what kind of information can be gleaned from them.